

GOOSE CREEK PRIMARY

200 Foster Creek Road
Goose Creek, SC 29445

GRADES PK-2 Primary School

ENROLLMENT 607 Students

PRINCIPAL Lynn Foes 843-820-8008

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent

7

Good

0

Average

0

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Excellent	N/A	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for adequate yearly progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for adequate yearly progress.

PERFORMANCE RATING CRITERIA

Student attendance rate	95.9%
Student-teacher ratio in core subjects	19.6 to 1
Percent of parents attending conferences	99.0%
Days of professional development in early childhood devoted exclusively to knowledge and skills in working with children less than eight years old.	10.2

Type of accreditation: *(More than one may apply)*

- ☐ Not pursuing accreditation
☐ Conducting a self-study
☒ State Department of Education
☒ Southern Association of Colleges and Schools
☐ American Montessori Society
☐ National Association for the Education of Young Children

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
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Students (n= 607)

First graders who attended full-day kindergarten	99.1%	N/C	99.3%	98.4%
Retention rate	5.3%	N/A	4.7%	4.5%
Attendance rate	95.9%	N/A	95.4%	95.9%
With disabilities other than speech	4.0%	N/A	3.3%	3.3%
Older than usual for grade	0.5%	N/A	0.5%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%

Teachers (n= 40)

Teachers with advanced degrees	52.5%	N/A	55.9%	52.9%
Continuing contract teachers	97.5%	N/A	92.3%	91.2%
Highly qualified teachers**	100.0%	N/A	100.0%	100.0%
Teachers with emergency or provisional certificates	2.5%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	78.5%	89.3%
Teacher attendance rate	95.8%	N/R	94.4%	94.8%
Average teacher salary	\$43,049	I/S	\$39,636	\$40,249
Prof. development days/teacher	13.8 days	N/R	14.4 days	15.7 days

School

Principal's years at school	12.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	N/R	20.5 to 1	19.4 to 1
Prime instructional time	90.2%	N/R	87.6%	89.4%
Dollars spent per pupil*	N/A	N/A	\$5,624	\$5,720
Percent of expenditures for teacher salaries*	N/A	N/A	61.9%	64.5%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance rate in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We thoroughly enjoyed our first year in the lovely new Goose Creek Primary facility. Sharing our space with Girl Scouts, Boy Scouts, Adult Education, Family Literacy, and child care for Adult Education students' infants and toddlers gave us an opportunity to show our community the many wonderful activities at Goose Creek Primary. One new neighbor, Goose Creek Parks and Recreation Center, joined us in obtaining a grant for a joint playground to serve the families in our neighborhood. We worked with Charleston Southern University, our professional development site partner, to provide five student interns with cooperating teachers. Our PTO worked diligently to raise funds for equipment, school beautification, and student incentives.

Our academic focus on best practices in early childhood remained a staff development priority. Ten teachers received intensive training in using technology to write integrated units of study. One first grade teacher worked with national leader Lucy Calkins to prepare her colleagues to excel in teaching the primary writing process. Our principal, lead science teacher, and Title I facilitator attended brain research classes to train for staff development in the 2004-2005 school year. Kindergarten teachers formed a study group to learn the ECERS model that we will use to determine our level of excellence in teaching preschool students. We added another Nationally Board Certified teacher and another Distinguished Reading Teacher to our ranks this year.

Teachers documented continuous student progress with DRA (Developmental Reading Assessment), The SC Readiness Assessment, The Iowa Test of Basic Skills, and MAP (Measures of Academic Progress) tests. All data indicate that a majority of our students are performing at or above grade level in reading and math. All demographic subsets of students are making progress. Teachers cite the implementation of the HOLA (Hispanic Opportunities for Language Acquisition) program as a significant boost in ESOL students' performance. Title I surveys indicate that teachers and parents desire that we continue HOLA, after-school tutoring, Kindergarten ABC Club, Cyber Otters Club for computer skills, and reduced class size in grade two, to ensure continuous progress.

We look forward to this year and the challenges of further improving student performance, increasing parental involvement, and establishing a superior environment for early childhood education.

Lynn S. Foes, Principal

Earleen Orr, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	37
Percent satisfied with learning environment	94.6%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with home-school relations	70.3%